



1997-98 KIRIS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 7—Reading Question 5

Type of Passage: Practical/Workplace

The **academic expectation** addressed by “TV: When You’re Not Remotely in Control” (Question 5) is

1.2 Students make sense of the variety of materials they read.

The **core content** assessed by this item includes

- Reflect on and evaluate what is read.
- Locate and apply information for a specific purpose.

TV: When You’re Not Remotely in Control

The author offers four suggestions in the article to control TV watching.

- a. Which of the author’s suggestions do you think would be most effective?
- b. Explain **why** your choice in **part a** is more effective than the author’s other suggestions.



SCORING GUIDE

Grade 7 Reading

Score	Description
4	Student thoroughly explains one suggestion and effectively compares it to the other three suggestions.
3	Student generally explains or identifies one suggestion and less fully develops a comparison to the other suggestions.
2	Student partially explains one suggestion and offers a limited comparison to one or more of the other suggestions. OR Student thoroughly explains one suggestion with no comparison. OR Student identifies one electronic device (TimeSlot, TV Allowance, or TV LockOut) and develops a comparison to the other electronic devices, but offers no reference to the rest of the article.
1	Shows a minimal understanding of the article.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Author's Suggestions

1. Don't watch TV, watch TV shows.
2. Make a list of alternatives to television (activities such as doing a puzzle, writing a letter, going for a walk).
3. Tape shows on the VCR and skip through the ads.
4. Buy an electronic TV-rationing machine.



READING PASSAGE

Grade 7

Do you spend too much time in front of the television set? Here are some suggestions to keep you and your family from turning into couch potatoes. Read the suggestions. Then answer the questions that follow.

TV: WHEN YOU'RE NOT REMOTELY IN CONTROL

We say we don't even like to watch TV. So why do it? "Because it's so easy," says Donald F. Roberts, chairman of Stanford University's department of communication. "It's something we do when we can't think of anything else." Here are a few suggestions for breaking the spell.

Don't watch TV, watch TV shows. Before you turn on the set, pick up the TV listings to see if there's anything you really want to watch. Only half of Americans report using a television guide to help them decide what to tune in. Once the TV is on, Roberts says, it's hard to turn off.

The TV listings will also allow you to schedule the family's favorite programs each week—and watch only those. "Tell yourself you're not going to turn the TV on until the program actually starts," says psychologist Robert Kubey, "and turn it *off* when the program is over."

Make a list of alternatives to television. "Include activities that are either enjoyable or useful, such as doing a puzzle, writing a letter, or going for a walk," says Kubey. "Then tape this list to the refrigerator or the TV as a reminder." If you've got the space, treat one room in the house as the hobby room—a place where it's okay to leave the sewing out or a jigsaw puzzle half-finished. This helps make these activities readily accessible. More

strenuous diversions, such as jogging or tennis, require more energy to jump-start. Leaving your gym bag packed by the door helps; scheduling regular exercise with a friend is even better.

Tape shows on VCR and skip through the ads. This can reduce the length of shows by almost half. "I tape 'Saturday Night Live,' watch only the funny stuff, and skip everything else," Kubey says.

Buy an electronic TV-rationing machine. Three products now dominate the market: *TimeSlot*. With this product, families get a TV "credit card," which, when passed through an ATM card-like reader, gives you a set amount of TV time each week—a time programmed by the holder of the master credit card. Available through North Carolina Public Television, 800/693-3939. Cost is \$129.95.

TV Allowance. Similar to TimeSlot, except that each family member gets a numerical code to punch in on a digital display to activate the TV. Again, the holder of the master code programs the number of hours per week. Available at some electronics stores or call 800/231-4410. Cost is \$99.

TV LockOut. Installed between the TV and antenna, this lockbox blocks all reception with the turn of a key. Available at some electronics stores or call 800/223-6009. Cost is \$24.99. – B.C.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 4-Point Response of Student Work

Student Response

Every day, Americans watch too much TV, and it's beginning to hurt our society. We don't spend enough time outside or doing other activities. Donald F. Roberts has four suggestions for this obsession. Don't watch TV, watch TV shows, make a list of alternatives to television, tape shows and skip through the ads, or buy an electronic TV-rationing machine. I think that if you watch a lot of TV, the TV-rationing machine is best. They give you a limit of time to watch television. You set a time, and as soon as that limit is over, the TV goes off. This forces you to do some other activity and not waste your time on TV.

If you only watch TV shows and you like a lot of TV shows, than that won't help you much. If you make a list of alternatives, all it will do is make you feel guilty about watching TV. Most people ignore that. If you tape shows on VCR and skip through the ads, it will lessen the time you watch, but again, it doesn't prevent you from watching a lot of TV shows and it is also a hassle to keep putting a tape in and setting the recording time. So, these do help, but not a lot.

An electronic TV-rationing machine would do best and I would suggest the TV Allowance, which lets you enter in a code and lets you watch a certain amount of time of TV. It only costs \$99, and it will help a lot. If all Americans who had a TV used one of these, the U.S. would be a lot stronger and smarter.

← Student chooses one of the author's four suggestions and clearly explains why it would be most effective.

← Student explains why each of the other three suggestions would be less effective than the student's choice.

← Student continues the explanation of the most effective suggestion by selecting one of the author's proposed TV-rationing machines and explaining the selection.

Overall, student strongly demonstrates skill in reflecting on and evaluating text from a practical/workplace passage. Student thoroughly explains one of the author's suggestions and effectively compares it to the other three suggestions.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 3-Point Response of Student Work

Student Response

The suggestion that the author makes that I think would be most effective is buying a T.V. rationing machine because in the reading it said "the holder of the master code or T.V. "credit card" programs the number of hours per week.

The reason why I think this would be more effective than making a list of alternatives to do, taping shows on the V.C.R. and skipping ads, and not watching T.V., watching T.V. shows is because the parents would control the time the television is watched.

Even though the family may be able to sit down and make a list of alternatives to do, the alternatives would get old after a while.

Instead of watching the certain T.V. show, they might watch it and not turn the T.V. off, they might change it to a different channel and watch another show.

Taping shows is a big waste of time and tape film. If your watching the show and taping it the same time your wasting the film that could be used to tape a play your chld's in or their granduation. Plus, I don't think anybody would want to see the same show after they just

Student identifies one of the author's suggestions that would be most effective and generally explains why.

Student generally explains why each of the author's other three suggestions are less effective than the student's choice. Some of the explanations are not clear.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 2-Point Response of Student Work

Student Response

Between all of the alternatives that the author suggests I think Don't Watch TV, Watch TV shows would be more affective. Why I think it would be more effective is if you just watch TV shows you'll be able to go outside and play, run some errands, or get caught up with chores around the house. What I mean is you can do activities with others without saying "no" because you have to stay at home and watch TV to catch your favorite TV show. You don't have to turn down great opportunities that may be only once in a lifetime.

Why my choice is more effective than the author's other choices is the other choices may work but you may not enjoy them. This way you'll be able to play with others or do something else while waiting.

← Student identifies one of the author's suggestions that would be most effective.

← Student generally explains why the identified suggestion would be most effective. Explanation is somewhat unclear.

← Student provides a limited comparison to the author's other suggestions.



ANNOTATED STUDENT RESPONSE

Grade 7 Reading

Sample 1-Point Response of Student Work

Student Response

I know that the authors offered four different suggestions in the article that I read about how to control T.V. watching. The author that I think that did the best was Robert Kubey's. I think that Robert Kubey's was better than the other author because he had a very good Idea. His Idea was to pick up a T.V. Guide and find a T.V. Show that you like and only watch it. The other authers had good ideas to but I think his better.

I could connect this back to my life by when my family and me are watching t.v. to take Robert Kubey's advice.

← Student chooses one suggestion as most effective but offers no explanation of the choice and no comparison with the other suggestions in the article. In addition, student mistakenly refers to the article as having more than one author and to Robert Kubey as being one of the authors.



INSTRUCTIONAL STRATEGIES

Grade 7 Reading

The open-response item, "TV: When You're Not Remotely in Control," assesses students' ability to (1) read and understand material, (2) locate information in the article for specific purposes, and (3) reflect on and evaluate the information presented. The instructional strategies below present ideas for helping students explore and master these skills.

Practical reading passages such as "TV: When You're Not Remotely in Control" can be integrated across the curriculum for the purpose of helping students develop critical thinking skills (e.g., analyzing, evaluating). Review with students a variety of strategies that can be used to organize and compare information. Some strategies you may want to discuss and compare are:

- Semantic feature analysis (i.e, a type of grid in which different types of items to be compared are listed in a vertical column on the left of the grid and various specific features of the items are listed in a horizontal column across the top of the grid; a checkmark is placed under each feature that pertains to each item).
- Charts or spreadsheets
- Two-column format (e.g., advantages/disadvantages; pros/cons)
- Venn diagrams

Have students work individually, in pairs, in small groups or as an entire class to complete any or all of the following activities:

- Debate which of the author's suggestions in "TV: When You're Not Remotely in Control" is the most effective. Write an explanation as to which choice is the best and, through a class debate, try to persuade classmates to agree. (For this activity, students must locate information in the article, compare their choice with the others, and develop a persuasive explanation.)
- Connect the author's suggestions to personal life experiences through narrative stories or through a dramatization.
- Conduct a survey of how much time friends and family members spend watching television. Ask those surveyed to select the suggestion in the article that they think is the most effective for decreasing the time spent watching television. Display the results of the survey in graph form.
- Use the Internet to search for information about the electronic devices suggested by the author in the passage, such as pricing and reliability, and compare and evaluate the information they retrieve.
- Research technical advancements made since the invention of the television. Discuss how these advances have affected students' lives.